23	Saad Ben Maaz High School	Gulbahar No.2	Boys school	12	180	Mr. M. Hakim Alisher
24	Number Nine Primary School	Naserbagh Refu. Camp	Boys school	7	285	Mr. Farydoon
25	Rehman Baba High School	Tajabad/ Board	Boys school	9	353	Mr. Abdulla Kakar
26	Mirwais Hotak High School	Tajabad/ Board	Boys school	7	264	Mr. Abdulla Kakar
27	Ahdad High School	Muradabad / Board	Boys school	6	248	Mr. Abdulla Kakar
28	Mohammad Gul Khan Primary School	Kacha Galay	Boys School	4	230	Mr. Assadullah
29	Number Two Primary School	Jahangir Abad	Girls School	6	240	Ms. Florance
30	Bakhtar High School	Gulbarak	Boys School	11	270	Ms. A. Saboor
31	Aisha Durani High School	Jahangir Abad	Girls School	6	230	Ms. Neela
32	Manuchehra High School	Hayatabad	Boys School	8	240	Mr. A. Qudus

VI. Evaluation of the Peace Education Program at Schools

The peace education program is evaluated in two different following methods:

a. ***By Peace Educators*:**

Those peace educators who have no teaching class in the morning evaluate the methods of teaching of other peace educators in the school. His/her evaluation and observation will be discussed in the daily training workshops.

b. By Program Managers

The program managers are evaluating the methods of teaching of the peace educators in the schools on regular basis. The female program manager is evaluating the teaching methods of the female peace educators at girls' schools while the male program manager is evaluating the methods of teaching of the male peace educators in the boys schools. The program managers also contact with the administration of the schools and collect their comments and suggestions for further improvement of the peace education program.

VII. Feedback from the Schools

The administration of the Afghan refugee schools have welcomed the peace education program and considered the program's teaching methods as a very effective one. According to administration of the schools, the students are following this program enthusiastically.

Following are some of some feedback from the school administration regarding peace education program:

Mirwais Hotak and Rehman Baba High Schools in their separate letters to SIEAL appreciated the methods of teaching of peace education in their schools. Mirwais Hotak wrote in a part of its letter: *"It is a fact that your peace building effort is promising a peaceful future for Afghanistan. It*

is suggested that SIEAL hold more peace building seminars and workshops in order to enrich its peace education program with more ideas and concepts ".

The principal of Danish High School in her letter to SIEAL wrote:

"The administration of Danish High School welcomes the peace education program in this school and considers it as an urgent requirement of our time. We consider the inclusion of the peace education subject in the curricula of the schools as a very effective and positive measure."

VIII. Feedback from Students

SIEAL peace educators have collected some feedback of the school students from the peace education program and what changes brought in their behaviors by this program.

Mohammad Kabir, SIEAL peace teacher who is carrying the peace education program in Number Four Primary School says: *"One day I gave an assignment to my students to draw a picture about conflict resolution and to bring it to the class next day. Next day every student brought one picture, except Hekmatulla who brought six pictures to the class. I asked the reason for drawing six pictures, Hekmatulla said in reply: "My family members are interested in peace subject. So, each member of my family drew one picture and I brought all of them in the class."*

One of peace educators, Ms. Farida wrote in her diary: *"On 25 September 1999 while I was teaching the subject of peace in the class (at grade 6- Sadia Primary School), my two students, Sulaiman and Kaihan, told me that the peace subject was very effective and useful for them. The students added: "We knew nothing about conflict and its causes before. Now when we understand it we reconcile after two years."*

Mohammad Hakim Alisher, SIEAL peace teacher also says: *"I have peace education program two days a week at the Number Five Primary School. Whenever I start teaching in the class, the school headmaster comes and sits in the lines of other students. Like other students in the class, he listens to the teacher attentively. It shows his great interest in the peace education which is a good memory from my career as a peace educator".*

FIRST PROGRESS REPORT ON PEACE EDUCATION PROGRAM

I. Background and Justification:



It is for many years that Afghanistan has been passing through meaningless war whose victims are mostly the innocent people of Afghanistan including men, women, youth and children. It is an obvious fact that one generation of the Afghan people has been deprived of education and sound upbringing. The prevailing instability and lack of peace and security not only hinders the progress and development of the country, but also threatens to push the Afghan young generation towards total ignorance and moral degradation.

The Afghan young generation have born and grown up in war situation. They have heard little about peace and peaceful co-existence. They know little about peace and more about war and its disastrous consequences. In fact the Afghan new generation need a helping hand to teach them the lessons of peace and to get them rid of the spirit of war and warfare. The Afghan children and youth need peace most urgently. Any step that could help them to learn the culture of peace and peaceful co-existence is appreciated and mostly welcomed.

Pursuing the aim of disseminating the culture of peace among the Afghan new generation, SIEAL has started a peace education program in the Afghan refugee schools in Peshawar. This program is funded by Netherlands Organization for International Development Cooperation (NOVIB) through the Cooperation for Peace And Unity (CPAU).

In the process of implementation of peace education program, SIEAL had to address a series of challenges. These challenges required much efforts and concrete measures to be adopted. The following pages explain the challenges confronted by SIEAL in this process and then how each one was addressed.

II. Peace Education Program - Challenges

A. Peace Education was a new initiative:

Peace education program was entirely a new program for the Afghan schools. It was a difficult task to convince the administrations of the schools to include the peace education in the curriculums of their schools. As majority of the Afghan refugee schools in Peshawar is run by private individuals and not administered through a unified channel, therefore, the Afghan refugee schools had different approaches towards peace education program. Some of the schools reacted to the peace education program as an *entirely political undertaking*. They looked at the peace education program suspiciously and did not believe that peace education program is necessary for the children schools.

B. Lack of Expertise

As we mentioned previously peace education was completely a new phenomenon in the Afghan society and there was no previous experience in this field. Despite the fact that some training workshops and seminars held previously by some organizations such as CPAU on conflict resolutions, but it was dealt with general terms and expressions on Working With Conflict (WWC) not connected directly with peace education program for the schools. This also posed a great challenge to SIEAL to overcome it.

C. Lack of Peace Education Material

At the early stages of peace education program there was not enough teaching material for peace education program. Although there was some peace education books, but they were all in English language. Preparing peace education materials in our view could have been a long-term project itself. Therefore, SIEAL faced another challenge in preparing the peace education materials for its peace educators in a rather short period of time.

III. How SIEAL was able to address the above challenges:

SIEAL has always tried to implement its projects in best ways. Therefore, we prepared an all-sided plan to overcome these three challenges simultaneously. SIEAL took the following measures in this respect:

Solution of the first problem (peace education as a new phenomenon)

SIEAL maintained repeated contacts with administration of the Afghan refugee private schools and with some international NGOs, which are currently running some Afghan schools in Peshawar. During the meetings and gatherings held, SIEAL explained thoroughly the goal and aims of the peace education program in Afghan schools. They were briefed that peace education program is not pursuing any political aim and doesn't represent the interests of any political parties. Its sole aim is to teach the culture of peace to the Afghan children and youth whom born in war and heard nothing except violence and conflicts. They were told in details that under this program the Afghan children and youth would learn how they could replace the culture of war and violence with the culture of peace in their daily routine life. The Afghan children would learn how to behave with others with the spirit of cooperation and friendship.

However, they had still looked at the peace education program suspiciously. At the second stage, the principals of the schools and concerned authorities of some International NGOs such as Swiss Aid for Afghans (SAA) and IRC were invited to attend as observers at the workshops held for the SIEAL peace educators in Peshawar. After attending the workshops and observing the methods of teaching, they welcomed the peace education program and agreed to include it in the curriculum of their schools in Peshawar.

IRC and SAA issued written directions to all Afghan refugee schools under their sponsorship in Peshawar to include the peace education program in the curriculum of the schools from 1st to 12th grades.

Solution of the 2nd problem (lack of expertise):

SIEAL adopted the following steps in this direction:

a. Recruitment of peace educators

SIEAL announced the vacant posts for the position of peace educators through some offices and schools. A rather large number of people applied for the vacant positions. SIEAL applied the following criteria in selection of the peace educators:

- Gender equality was considered in recruiting the peace educators.
- Graduation from a high school and good academic background were the minimum requirement for recruitment.
- Applicants' qualification and work experience in field of education was also considered as a main requirement for recruitment of the peace educators.

After interviewing the candidates, 23 peace educators (13 females and 10 males) were selected as candidates for peace education training workshops organized by SIEAL. Almost all the selected candidates (except one candidate) passed successfully the training workshop. SIEAL recruited the peace educators with probationary period of two months. Two persons (one male and one female) were elected as peace education program managers by voting of the peace educators.

b. Capacity building workshops

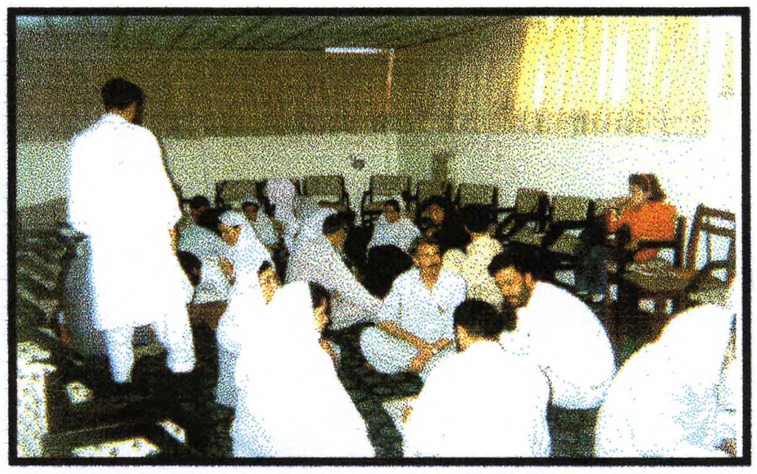
1. Working With Conflict (WWC) training workshop

The main idea behind organizing this workshop was to enable the peace educators to learn the following knowledge and skills:

- To get acquainted with WWC three main components:

  a) <u>Tools</u> for conflict analysis such as conflict square, conflict triangle, conflict mapping and fire analogy with conflict
  b) <u>WWC concepts</u> such as wars, their nature and root causes, conflict, causes of conflicts, violence and its types, etc.
  c) <u>Skills development</u> such as effective communication, negotiation and mediation

This workshop held from 27 July till 7 August 1999. The sessions of the workshop held six days a week from 8:00 a.m. till 4:30 p.m. CPAU trainers (male & female) were facilitating the workshop jointly with Mr. Dalili, Director of SIEAL, who had recently attended an eleven-week NOVIB sponsored course in the UK.
This was the most effective WWC workshop held so far, according to the feedback reflected during the workshop. Ms. Sedeqa one of the participants of the workshop told the impact of the workshop as bellow:



Peace educators during group works in WWC workshop

"My father was martyred during the fighting in Afghanistan. We know those who killed my father. Before attending this workshop I had always persuaded my brothers to take revenge and to punish those who had a hand in the murder of my father. But this workshop have had so effective impression on me that now I am encouraging my brothers to forgive those who had plotted the murder of my father."

At the end of the workshop all participants have had a clear perception and idea on how to proceed the process of peace building from the grassroots level of the society.

Those who facilitated the work of the WWC training workshop:

Mr. Mohammad Ehsan Zia
Mohammad Ehsan Zia has participated in many WWC workshops as a trainer and co-facilitator. He had also attended in a three month Responding to Conflict (RTC) workshop in the UK. He was working as chairperson of Cooperation for Peace and Unity (CPAU).

Mr. Ahmad Fahim Hakim
Mohammad Fahim Hakim is an expert in Working With Conflict program. He have had participated as a trainer in many workshops previously held by CPAU. He also participated at a WWC workshop organized by RTC in 1996. He is working as a program coordinator with CPAU.

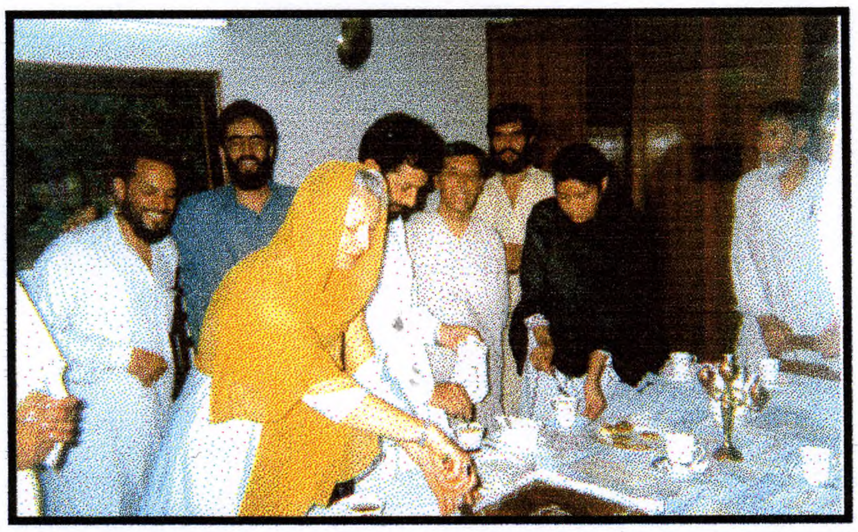
Ms. Leena Atmar
Ms. Leena Atmar is now working with NCA-Afghanistan Program. She had participated at a three month RTC workshop held in Birmingham. Ms. Leena also attended as a trainer at several WWC workshops.

Mr. Raz Mohammad Dalili
Sponsored by NOVIB, Raz Mohammad Dalili had participated at the WWC workshop organized in Birmingham by Responding to Conflict (RTC). This workshop lasted two and half months. Moreover, he had also participated at WWC workshops in Herat (1998) and two other workshops in Peshawar (1999).

2. Peace Education Workshop
This workshop held from August 30 till September 7, 1999 for the peace educators. This was a full day workshop lasted from 8:00 a.m. in the morning till 4:30 p.m. every day except the weekend holidays. The participants of the workshop learnt the following skills:

- Effective teaching methods of peace education according to the age groups of students
- Methods of preparing the teaching materials for peace education
- Effective methods of communication
- Inclusion of parents of the children in peace education program
- Different types of visual aids
- Model of a class suitable for peace education
- Effective behaviors of a peace educator in the class and towards the administration of the schools.

Ms. Johanna Roth a Swiss peace education expert led the work of the workshop as a trainer. Ms. Johanna had participated at the RTC workshop in Birmingham, UK together with Raz Mohammad Dalili in 1999. She learned through Raz Mohammad Dalili that SIEAL was implementing a peace education program. As she has considerable expertise in peace education program in her own country and some other countries of the world, SIEAL invited her to facilitate a peace education workshop for SIEAL peace educators in Peshawar. Ms. Johanna Roth accepted this invitation and came to Peshawar on her own expenses for the workshop. SIEAL paid only for her accommodation



Mrs. Johanna Roth with participants of the workshop at tea breaks

and food expenses during her stay in Peshawar.

Before leaving Peshawar, Ms. Johanna Roth expressed her personal observations and impression about the program as bellow:

"I have planned the workshop in a participatory way, which means that the participants had to do a lot of work in groups, role-plays, personal assessments and plenary works. The workshop was process oriented, which means that I adapted the daily program to the participants needs, for example I gave more time when it was need to give more room as planned for answering questions."

"The whole workshop was translated from English to Dari by two very good translators. I tried to exercise methods that they have been understood, ready to be used in the new trained teachers' class. I made a daily evaluation in various methods."

"With a very few exemptions all participants have been present punctually at all time, after the tea breaks and lunch time. All of them have willingly stayed longer to finish the daily program when needed."

"For most of the participants I have the impression that they will be able to go in the class with new subject of peace education."

Ms. Johanna Roth also expressed her personal impression about the peace education program being carried out by SIEAL: *"I am impressed by the speed the program is going to be pushed forward. I think the whole program is unique. I also think that it is very brave of all the involved people to create such a program. I am sure that it will have in each school, where implemented, a positive effect in future. I have seen the scripts of the planned books for peace education. This will of course be a very good support for the teachers as well as for the students."*

3. Daily Training Workshops

This workshop has been organized on daily basis since July 7, 1999 continues till now. Those peace educators, who have teaching program in the schools during the morning, attend this workshop in the afternoon while those peace educators who have teaching in the afternoon attend the workshop in the morning. These workshops pursue the following aims and objectives:

- Editing the translated teaching materials and deciding collectively upon the best methods of teaching
- Practicing the teaching methods in the workshop
- Acquiring effective methods of teaching from other participants of the workshop
- Improving the teaching materials and the teaching methods
- Sharing experience with other peace educators
- Sharing information about the behavior of the students and the changes brought in their behaviors by peace education program

IV. Solution of 3rd Problem
(Preparing the Peace Education Materials)

Based on its ten years experience, SIEAL took appropriate steps in preparing the peace educational materials. The peace education materials were prepared according to the age and level of knowledge of the children and youth. Therefore, the peace education materials were prepared for three different types of schools: primary schools, middle schools and high schools. The books and materials, which were provided by CPAU peace library are translated from English to Dari language, are:

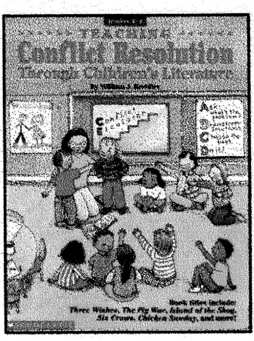
1. Teaching Conflict Resolution Through the Children's Literature by William J. Kreidler (for primary schools)
2. Conflict Resolution in the Middle School by William J. Kreidler (for middle schools)
3. Children Working for Peace (as supplementary)
4. WWC materials for high schools

Preparation of the peace education material went through the following process:

a. Translation:

All the above mentioned books and materials have already been translated.

b. Editing and word processing:



The translated materials are being word-processed, edited and adapted to suite the Afghan context. Most of the stories, pictures and examples in the original books have been modified to meet the culture and customs of Afghan people.

Specific teaching methods have been developed for each category and each chapter of the translated books. The cooperation of the educational experts has been sought in



preparing the teaching methods for peace education. The teaching methods have been developed in a way to include the active participation of the students in the group works in the class. So far this was a new method recently introduced to the schools.

Enough teaching material has already been prepared and is used in the peace education program in the Afghan refugee schools in Peshawar. This is an ongoing process, which will continue during the project implementation.

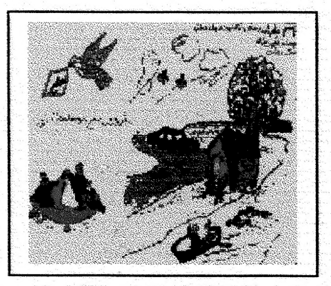
To say in brief, SIEAL is now in a position to claim that peace education program is being implemented successfully in the Afghan refugee schools. The following indicators prove this assertion:

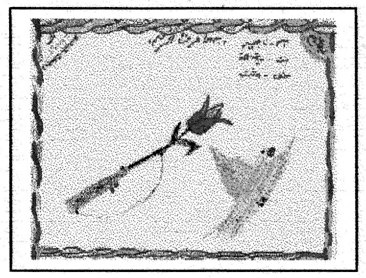
- Enough teaching materials have been prepared and put at the disposal of the peace educators.
- The peace educators learnt the effective methods of teaching on regular basis.
- Supplementary teaching materials such as pictures, charts, etc. have been prepared.
- Regular contacts have been established with relevant organizations and with the administration of the Afghan refugee schools in Peshawar and most of them have welcomed the peace education program.
- Peace educators have been trained in peace education program and acquired knowledge and skills in peaceful conflict resolution.

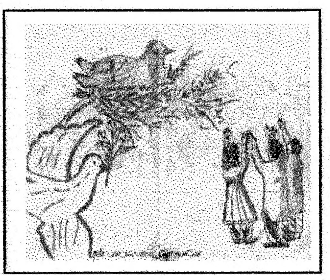
V. Peace Education Program at Schools

The peace educators started their normal teaching programs in the selected Afghan refugee schools in Peshawar on September 15, 1999 (the beginning of the new school year). The majority of the peace educators have classes in the morning while a few numbers of the peace educators have classes for one or two days in a week in the afternoon as well. On average every peace educator has 20 peace education classes in a week. Those peace educators who have classes in the morning attend the daily peace education workshops in the afternoon. These workshops are being organized at SIEAL's main office in Peshawar and last every day from 2:00 p.m. till 4:30 p.m. (except holidays).

Peace education program covers 32 Afghan refugee schools (17 girls' schools and 15 boys' schools) in Peshawar. Out of this number, 5 schools are being run by IRC, 9 schools by SAA and the remaining 18 schools are run privately. Peace education program is being taught totally in 361 classes. The total number of the students who benefit from the program reaches 11427.







Reflection of peace in children's drawings in Afghan primary schools

STEPS OF WORK

CONTACTS WITH SCHOOL ADMINISTRATION

August 1 till now

Establishing contact with private and those schools supported by INGOs to:

- Include the peace education program in the curricula of schools
- Sign contracts for continuation of peace education program in schools
- Inviting the school administration to visit the program methods and materials

SELECTION OF PEACE EDUCATORS

20 July till 27 August

SIEAL selected 23 peace educators according to the following criteria:

- Gender equality
- Graduation from high schools
- Academic background and work experience in the field of education and their interest to work for peace building

CAPACITY BUILDING WORKSHOPS

27 July till 7 August

WWC workshop aims:
To get the peace educators acquainted with:
Tools for conflict analysis

- WWC concepts such as war, conflict, violence, etc.
- Skill development (communication, negotiation, mediation)

TRANSLATION AND PREPARING MATERIALS

8 Aug. till 29 Aug & 7 Sept. till now

- Translation of three peace education books from English to Dari & Pashtu languages
- Afghanizing the translated materials
- Word-processing the materials
- Editing the materials
- Getting feedback from the class for its effectiveness

DAILY TRAINING WORKSHOPS

8 Aug. till 29 Aug & 7 Sept. till now

Aims:

- To improve the peace educators methods of teaching & knowledge
- To prepare teaching materials for the class
- To share experience and feedback of their teaching from the class
- To edit and Afghanize the peace education materials

PEACE EDUCATION WORKSHOP

30 Aug. till 7 Sept.

The peace educators learnt:

- Effective teaching methods of peace education
- Methods of preparing the teaching materials
- Effective methods of communication
- Types of visual aids
- Effective behaviors of peace educator in the class

PEACE EDUCATION PROGRAM AT SCHOOLS

15th Sep. till now

- 32 Afghan schools covered program
- 17 girls schools covered
- 15 boys schools covered
- 361 classes are being taught
- 11427 students benefits from the program

LIST OF SCHOOLS IN PESHAWAR WHERE THE PEACE EDUCATION PROGRAM IS BEING CARRIED OUT

No	Name of School	Location of school	School/Type	No. of classes	Number of students	Name of teacher
1	Abdullah Ben Zaid High School	Pawaka	Girls School	18	800	Ms. Qadria
2	Abdullah Ben Zaid High School	Pawaka	Boys school	12	400	Mr. Azizullah
3	Rabia Balkhi Middle School	Arbab Road	Girls school	20	500	Ms. Florance
4	Khudijat-ul-Kubra	Tehkal	Girls school	26	750	Ms. Marzia
5	Zarghona Ana High School	Kababian	Girls school	13	450	Ms. Neela
6	Gauhar Shad Middle School	Arbab Road	Girls school	10	180	Ms. Neela
7	Altaqwa Middle School	Board	Girls school	12	500	Ms. Karima
8	Zainab High School	Nautia	Girls school	10	300	Ms. Karima
9	Danish High School	Nautia	Girls school	12	300	Ms. Nazefa
10	Mariam High School	Nautia	Girls school	12	300	Ms. Nazefa
11	Bibi Zainab High School	Nautia/ Afternoon	Girls school	10	248	Ms. Nooria
12	Esmat High School/ Afternoon	Town Chowk	Girls school	11	350	Ms. Nooria
13	Esmat High School	Town Chowk	Girls school	11	400	Ms. Belquis
14	Bibi Halima Saadia High School	Town Chowk	Girls school	10	250	Ms. Belquis
15	Sadia Primary School	Abdara Road	Girls school	12	300	Ms. Farida
16	Bibi Asea High School	Hayat Abad	Girls school	15	300	Ms. Soria
17	Number Six Primary School	Tajabad/ Board	Boys school	12	600	Mr. A. Qudos
18	Number Four Primary School	Khurasan Camp	Boys school	21	873	Mr. Kabir
19	Number One Primary School	Kacha Galay	Boys school	9	386	Mr. Abdul Sabor
20	Altaqwa High School	Board	Boys school	18	750	Mr. Ghulam Hazrat Rahimi
21	Shah Doshamshira High School	Town Chowk	Boys school	7	300	Mr. M. Farooq Koshan
22	Number Five Primary School	Murad Abad/ Board	Boys school	8	400	Mr. M. Hakim Alisher

Sanayee Institute of Education And Learning

First Progress Report on Peace Education Program



Funded by: NOVIB through CPAU

Implementing Partner: SIEAL

Report to: CPAU & NOVIB

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